

DOCUMENT RESUME

ED 418 094

TM 028 089

AUTHOR Obringer, S. John  
TITLE A Survey of Perceptions by School Psychologists of the Stanford-Binet IV.  
PUB DATE 1988-11-00  
NOTE 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 1988).  
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)  
EDRS PRICE MF01/PC01 Plus Postage.  
DESCRIPTORS \*Attitudes; Elementary Secondary Education; \*Intelligence Tests; \*School Psychologists; Scoring; Surveys; Test Interpretation; \*Test Use; \*Training  
IDENTIFIERS \*Stanford Binet Intelligence Scale

ABSTRACT

School psychologists were surveyed as to their perceptions and opinions of the fourth edition of the Stanford-Binet Intelligence Scale. Responses were received from 97 of the 200 psychologists surveyed, for a response rate of 48.5%. The survey indicated that the majority of school psychologists need additional training in administering, scoring, and interpreting the test; however, few have received such training. A small number of practicing school psychologists have adopted the revised instrument in their practice or sponsoring agency. When psychologists were asked to rank, in order, instruments of choice, the Wechsler Intelligence Scale for Children was followed by the Kaufman scale. (Contains three tables and four references.) (SLD)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

- A Survey of Perceptions by School Psychologists  
of the Stanford-Binet IV

By

S. John Obringer

Mississippi State University

Paper Presented at the Annual Meeting of the Mid-South Educational  
Research Association, Louisville, KY, November, 1988.

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

---

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND  
DISSEMINATE THIS MATERIAL  
HAS BEEN GRANTED BY

John Obringer

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)

TM028089

## ABSTRACT

School psychologists were surveyed as to their perception and opinion of the fourth edition of the Stanford-Binet Intelligence Scale. The survey indicated that the majority of school psychologists need additional training in administering, scoring, and interpreting the test; however, few have received such training. A small number of practicing school psychologists have adopted the revised instrument in their practice or sponsoring agency. When asked to rank, in order, instruments of choice, the Wechsler followed by the Kaufman were scales of choice.

A Survey of Perceptions by School Psychologists  
of the Stanford-Binet IV

Recently, the Stanford-Binet IV (SB IV) has come under much scrutiny and criticism. As the Communique (1987) pointed out, the lack of validity data and the difficulty in obtaining a technical manual has caused the National Association of School Psychologists to pass a resolution not to use the revised Stanford-Binet for eligibility/placement of students. Slate (1987) further notes the following problems: lack of standard error of measurement data; disproportionate numbers of college graduate and managerial/professional individuals in norm groups; retention of the 16-point standard deviation; and prohibitive cost.

Rothlisberg (1987) found that a significant positive relationship exists between the SB IV and the WISC-R. However, the WISC-R performance and full scale scores tend to be consistently higher than that of the SB IV.

A recent study conducted by Ittenbach and Harrison (1987) found several advantages and disadvantages of the SB IV.

Advantages are:

1. The SB-IV is based on current psychological theory;
2. The SB-IV has broader coverage of information-processing capabilities;
3. The SB-IV allows freedom of the examiner to select appropriate tests;

4. The SB-IV has an adaptive testing format;
5. The SB-IV includes more detailed assessment of various information-processing skills;
6. The SB-IV utilizes several area scores in addition to the global composite;
7. The SB-IV includes subtests that are attractive and challenging to examinees.

Disadvantages are:

1. The SB-IV technical manual was introduced one year after publication;
2. The SB-IV has no interpretive manual two years after publication;
3. The SB-IV contained initial errors in the norms tables;
4. The SB-IV has factor analyses that do not support the structure of the scale (interpretation of the composite score is the only one that is recommended);
5. The SB-IV standardization sample does not correspond to 1980 census, especially in terms of SES (weighting procedures were necessary for the development of norms);
6. The SB-IV estimated Area scores are not based on representative standardization samples (administration of all subtests is required for best results; partial computation procedures should not be used);
7. Some SB-IV subtests are difficult to administer and score;
8. The SB-IV norms are only available for individuals up to

age 23;

9. The SB-IV standard age scores for subtests are nontraditional and difficult to evaluate.

Because the SB IV was developed and revised in 1986 to offer an alternative to the widely used Wechsler Scales, the investigator wished to survey practicing school psychologists to obtain their early perceptions of this new instrument. The purpose of this study was to survey school psychologists across the United States to determine if the revised Stanford-Binet was viewed as a viable and usable instrument for eligibility and placement of students. Also sought were the retraining efforts on the part of school psychologists to administer and interpret the revised instrument.

A brief questionnaire was mailed to 200 school psychologists across the United States in May of 1987. Four names per state were randomly selected from the membership booklet of the National Association of School Psychologists. A stamped, self-addressed envelope was mailed along with the survey. A total of 97 surveys, or 48.5 percent, were returned.

#### Results

A majority of school psychologists surveyed feel that additional training is needed in administering, scoring, and interpreting the revised Stanford-Binet (79.5%). Additional

training has been received by 45.4% of the school psychologists. Thirty-four percent are currently using this instrument to varying degrees as a part of their work or practice. Sixty-six percent of the school psychologists surveyed had never administered the revised instrument. Forty-five percent advocate it as a part of a complete psychoeducational battery. Of the school psychologists surveyed, approximately 47% feel that the SB IV will successfully compete against the Wechsler and Kaufman Scales. A small number of agencies and state departments have so far adopted this instrument.

When asked to rank the instruments in order of their usage, the Wechsler Scales received a mean rank of 2.69; the Kaufman Scale 2.55; the old Stanford-Binet 1.98, and the revised Stanford-Binet 1.26.

Table 1

Responses of School Psychologists

	Response	
	Yes	No
1. Do you believe that additional training is necessary for the proper administering, scoring, and interpretation of the revised Stanford-Binet?	79.5	20.5
2. Have you received specific training or retraining in the administration, scoring, and interpretation of the revised Stanford-Binet?	45.4	54.2
3. Have you utilized the revised Stanford-Binet in your practice or employment setting?	34.0	66.0
5. As a professional psychologist or psychometrist, do you advocate the revised edition of the Stanford-Binet as part of a complete psychoeducational assessment?	45.0	55.0
6. As a professional psychologist or psychometrist, do you feel the revised Stanford-Binet will successfully compete against the Wechsler and Kaufman Scales?	46.7	53.3
7. Has your agency, clinic, state department, etc., officially adopted the revised Stanford-Binet?	32.6	67.4

Table 2

Number of Administrations of the Revised Stanford-Binet

None	1 - 5	6 - 10	10 - 20	over 20
66.0	21.6%	2.1%	6.2%	4.1%

Table 3

Mean Rankings (0 to 4 point scale)


---

Wechsler Scale	2.69
Kaufman Scale	2.55
Old Stanford Binet	1.98
Revised Stanford Binet	1.26

---

## Discussion

While a significant number of the school psychologists surveyed feel that additional training is indeed necessary for proper administering, scoring, and interpreting, only 45.4% have so far received any additional training. Apparently, the revised Stanford-Binet is receiving a slow acceptance, as only 34% of school psychologists are utilizing the revised scale in their practice. Only 32.6% of agencies, clinics, and state departments have thus far adopted the instrument, and a significant 66% of school psychologists report never having administered the instrument. When school psychologists were asked to rank the instruments in the order of their usage, the revised Stanford-Binet was ranked a significant fourth (out of four). Although it may be somewhat premature to judge the acceptance of the SB IV, it would appear that widespread usage by school psychologists has not yet occurred.

## References

- Executive Board Highlights. (1987). Stanford-Binet draws board attention. Communique, 15(1), 1.
- Ittenbach, R. F., & Harrison, P. L. (1987, November). The Stanford-Binet Intelligence Scale: Fourth Edition--a training session. Paper presented at the meeting of the Mid-South Educational Research Association, Mobile, AL.
- Slate, J. R. (1987). New does not necessarily mean better. Communique, 15(1), 3.
- Rothlisberg, B. A. (1987). Comparing the Stanford-Binet, Fourth Edition to the WISC-R: A concurrent validity study. Journal of School Psychology, 25, 193-196.



**REPRODUCTION RELEASE**

(Specific Document)

**I. DOCUMENT IDENTIFICATION:**

Title: A Survey of Perceptions by School Psychologists of the Stanford -Binet IV	
Author(s): Dr. Stephen John Obringer III	
Corporate Source:	Publication Date: November '88

**II. REPRODUCTION RELEASE:**

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents



Check here  
**For Level 1 Release:**  
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

\_\_\_\_\_ Sample \_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be affixed to all Level 2 documents



Check here  
**For Level 2 Release:**  
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but *not* in paper copy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

\_\_\_\_\_ Sample \_\_\_\_\_

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

Signature: <i>S. J. Obringer</i>	Printed Name/Position/Title: Stephen John Obringer	
Organization/Address: Miss. State University Box 9705 Miss. State, MS 39762	Telephone: (601) 325-3747	FAX: (601) 325-7851
	E-Mail Address: sjol@ra.msstate.edu	Date: Dec. 19, 97

### III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

### IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

### V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC Clearinghouse on Assessment and Evaluation  
210 O'Boyle Hall  
The Catholic University of America  
Washington, DC 20064

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

**ERIC Processing and Reference Facility**  
1100 West Street, 2d Floor  
Laurel, Maryland 20707-3598

Telephone: 301-497-4080

Toll Free: 800-799-3742

FAX: 301-953-0263

e-mail: [ericfac@inet.ed.gov](mailto:ericfac@inet.ed.gov)

WWW: <http://ericfac.piccard.csc.com>